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ABSTRACT

The paper is the fifth of a series of working papers developed by a project which conducted a cooperative study of existing student study team (SST) processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of the methods used and the preliminary findings. This paper describes the procedures used by project staff in the treatment of student information collected on the California individual student record form (Form 13). The procedures are described in four sections. The first covers the examination of student records and classification into categories. The second describes procedures used to identify those student records suitable for analysis. The third section describes the coding of the narrative content of the student records and the final section describes the procedures of data entry and data analysis. An appendix contains the complete individual record survey form. (DB)

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Coop Agreement No.
G0084C3505

Procedural Treatment of Individual Student Record Form [Form 13] Data

A Working Paper From:
Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts and Schools in California: A Descriptive Evaluation Study

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June 6, 1986

Cooperative Agreement Number G0084C3505
Working Paper No. 5

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PROJECT DIRECTOR'S FOREWARD

This document is one in a series of five working papers produced by staff members of a project established to conduct a cooperative evaluation study of existing student study team processes. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education. The Division assigned the responsibility for administering the project to the Special Studies and Evaluation Reports Unit. The study was conducted in close collaboration with a Project Advisory Committee and staff from 31 schools in 22 school districts in nine randomly selected Special Education Local Plan Areas in California. All local participating agencies and schools were volunteers and were operating some form of student study team process. The duration of the study was from October 1984 through June 1986.

The purpose of this series of working papers is to augment the final report of the study by providing detailed descriptions of (1) the methods developed and used in the study and (2) the preliminary findings which had been presented to local and state- level participants in the study for their review and comment. The title of the final report is "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study." The report, like the working papers, has been submitted to ERIC for dissemination.

The working papers are listed below in the order in which they were completed in final form.

Stockdale, Geoffrey, and Margaret Merrick Scheffelin. "Six Aspects of Existing Student Study Team Processes in Participating Schools, Districts, and SELPAs." Working Paper No. 1. July 1985.

Hickman, Andrew, Geoffrey Stockdale, and Margaret Merrick Scheffelin. "Notebook for Data Collection and Submission: A Working Paper for Use by Special Education Local Plan Area Representatives, Participating Districts, and Schools in the Cooperative Evaluation Study of Existing Student Study Team Processes." Working Paper No. 2. October 1985.

Moger, Roxanne. "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study: Draft Preliminary Findings." Working Paper No.3. April 1986.

Hickman, Andrew, and Geoffrey Stockdale. "A Summary of Responses to the Survey of Student Study Team Participants." Working Paper No. 4. June 1986.

Smith, Kay Slavin. "Procedural Treatment of Individual Student Record Form (Form 13) Data." Working Paper No. 5. June 1986.

To the project staff's knowledge, this study is the first in the nation to yield information on the characteristics of students brought to the attention of student study team processes. There were no tested data collection instruments available for use or adaptation. Project staff, members of the Advisory Committee, and local staff worked cooperatively to develop, review, and complete the data collection forms; to review and critique the preliminary findings; and to review the draft of the final report. The analysis of the data was done by project staff. Analyzing survey data was fairly straightforward; analyzing the intensive student data was a task of another order of magnitude. Much credit is due to the project staff, who successfully carried on the simultaneous tasks of data analysis and flood control. It is common to safeguard one's data from ordinary mishaps such as misfiling or inadvertent discarding of subtotals. It is rare to safeguard one's data from the ever-rising waters of a river threatening to overflow the levee behind the building in which one is working.

In the spirit of shared scholarship the staff offers these working papers as a record of their thought and work and as an assist to scholars who may be examining similar topics in the future. In the spirit of giving credit where credit is due, I wish to acknowledge the creative and assiduous work of the members of the project staff, all of whom were graduate students at California State University, Sacramento, during their work in the project. In the order in which they began their work, they are Geoffrey Stockdale, Andrew Hickman, Kay Slavin Smith, and Roxanne Moger. Staff members Stockdale, Smith, and Moger are in the field of communication studies; Mr. Hickman's field is psychology.

As one of the first evaluation studies funded under the expanded evaluation authorization of Public Law 98-199, the information may be used at local, state, and federal levels. It must be noted that nothing in these working papers, or in the final report, is to be construed as an official policy or position of either the California State Department of Education or the U.S. Department of Education. Finally, the responsibility for omissions and inaccuracies must remain mine, as project director.

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Sacramento, California.
June 1986.

TABLE OF CONTENTS

Foreward to the Working Paper Series
Introduction. 1

Section A. Examination of Form 13's, the Individual Student Records. 2

1. Receipt and Verification Procedures 2
2. Record Sorting Procedures 3
3. Raw Data Entry Charts 4
Schematic of Raw Data Entry Charts for Form 13 Data (Figure 1). 5
Schematic of Information Sets: Parts I-V from Form 13 (Figure 2). 6

Section B. Content Examination and Editing Procedures. 7

1. Determination of Substantially Complete Student Records, Form 13's. 7
2. Treatment of Partial, Ambiguous or Inconsistent Information, Including Sample Sheets, in Form 13. . . . 9
Part I Sample Sheet 11
Part V Sample Sheet 12
Part II (Use of the Modification Journal Form 12) . . 14
Part III Sample Sheets. 16
Part IV Sample Sheet. 20
3. Example of Data Transfer Procedures Between Parts I - V of Form 13. 21

Section C. Content Coding System for Part II, Form 13 Narrative 22

1. Procedures of Part II Content Coding. 22
Figure 3. Summary of Content Coding System, with Descriptors of Judgment of Student "Success" . . 24
Figure 4. Part II Sample Sheet, Including the Information Sets of Part II for Coding. 26
2. Treatment of Partial, Ambiguous or Inconsistent Information in Part II. 27
3. Example of Content Coding and Data Transfer Procedures in Part II 27
4. Examples of Form 13, Part II Coding Procedures for Nine Students (Chart I) 31
5. Partial Listing of Modifications, with Additional Descriptors as Reported in Part II Data. . 33

Section D. Procedures of Data Entry and Data Analysis. 42

1. Data Entry Procedures 42
2. Data Analysis Procedures. 42

Appendix A. Complete Part II, Form 13, Including Additions of Specific Descriptors of Student "Problem" Characteristics as Reported in Part II Data A-43

INTRODUCTION

The purpose of this working paper is to describe the procedures used by Project Staff in the treatment of student information collected for this study on [Form 13], the Individual Student Record. The information was collected by volunteer school-level participants in the context of the students' classroom and school.

The procedures are described in four sections. The first covers the examination of the Student Records received and how they were sorted into categories for analysis. The second section describes the procedures used to determine those Student Records suitable for analysis, which includes how partial, ambiguous or inconsistent information was treated. The third section describes the coding of the narrative content of the Student Records, using explanatory examples. The fourth section describes the procedures of data entry and of data analysis.

Schematics of the raw data entry chart and the information sets contained in the Student Record are presented in Figure 1 and Figure 2. Summary of the content coding system and the information sets to be coded in Part II are presented in Figures 3 and 4. An Appendix contains the complete twenty-four page Part II of Form 13, with the additional descriptors of student "problem" characteristics as reported by school project record-keepers.

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Section A. Examination of the Individual Student Records [Form 13's].

During the student data collection period of the Fall 1985 semester, 316 students were brought to the attention of a student study team process in his/her school. Local school participants selected those student problems which they saw as reflective of the diversity of problems their student study teams dealt with at their individual schools. For these selected students, the local participants maintained the 30 page Individual Student Record [Form 13] and through their Special Education Local Plan Area (SELPA) representative forwarded a total of 216 Records to Project Staff for analysis.

1. Receipt and Verification Procedures.

.1 Sets of Form 13's were received from SELPA representatives from December 19, 1985 to February 18, 1986. They were date-stamped upon receipt by project staff.

.2 The confidentiality encoding numbers for each Record were verified and where necessary reconciled to the encoding numbers of the master list of participating schools. Changes to the list of schools, through additions and replacements, were assigned a number serially and incorporated into the master list of participating schools.

.3 A record was kept of the number of Form 13's received by grade level, from each school, district and SELPA. The grade level of each Record, taken from Part I of the Record, was noted in the upper left hand corner of each Record in preparation for future sorting procedures.

The count of Records received were tallied and reconciled to Form 17, the Compilation of Individual Student Record Forms completed by the SELPA representatives.

.4 Each Record was examined for internal consistency of the confidentiality encoding number. Errors and omissions were corrected and completed.

.5 To maintain the confidentiality of student information, no names were to be included in the Individual Student Records. In those few cases where a name was present, it was excised.

.6 All blank pages were removed for future ease of paper handling. Pages not received were presumed, as per instructions to the participants, as not applicable to that student case. A record was kept of blank pages and of pages not received, for possible future use in data reconciliation or validity checks. This procedure proved useful to a subsequent need in the reconcilation of Part III information.

2. Record Sorting Procedures.

To organize the sets of information in Parts I through V for later analysis, a four level sort was used.

.1 First the Records were arranged by grade level from K-12. This eliminated information sets of school, district and SELPA in the raw data entry charts and maintained focus on the individual student information.

.2 Second the Records were organized into four grade level groups: Primary [K-3], Elementary [4-6], Intermediate [7-9] and lastly, Secondary [9-12].

a) Schools termed Elementary differed in grade level ranges ie. K-6 and K-8. The Records were distributed into the appropriate grade level sets by the individual grade level reported on the Record. Thus, students from an "Elementary" school will be represented at the Primary, Elementary and Intermediate grade groupings.

b) The 9th grade student information at the Intermediate and the Secondary level was entered into the level at which the Record was reported.

.3 Arrangements of the Records from the youngest to oldest student, by grade, was made within each of the four grade level sets. Records with no date of birth information in Part I were placed after the oldest student at each grade level within the four grade level groups.

.4 The final sort was a two-step process and was determined by educational program enrollment(s) at the end of the student data collection period in mid-December 1985.

a) Each Record was "program-lettered" consistent with Part V program enrollment category information. The categories are: [A] Regular Education, [B] Categorical Programs, [C] School/District Programs, [D] Special Education Programs and [E] Other.
A student enrolled, for example, in a regular education program only, received program-lettering [A].

b) Most students were concurrently enrolled in two or more programs, creating sub-groups within the five program categories [A] through [E]. To example: Two students, one enrolled in programs [A] and [C], the other in [A], [B] and [C], would be alphabetically arranged in program category [C]. Two students, one enrolled in program [A] and [D], the other in [A], [B] and [D] would be similarly arranged into category [D] and so on.

Order of Records by grade level and age (procedure 2.3) was retained within the alphabetized sub-groups of the five program categories. Each grade level set (ie. Primary, Elementary, Intermediate, Secondary) was ordered in the same way.

Summary: These procedures conclude the organization of Individual Student Records [Form 13] for analysis by information from:

1. Part V: Program enrollment at end of the data collection period.
2. Part I: Student Record number, grade level and age.
3. Part I: The four grade level sets.

3. Raw Data Entry Charts.

The sorting procedures introduce the general organizational framework for the four raw data entry charts. Data was entered by the five program/sub-group categories [A-E], by Student Record number, across the variables of Parts II, III and IV, shown in Figure 1. Figure 2 presents the information sets of Parts II, III and IV variables and also includes the Part I and Part V information sets.

SCHEMATIC OF RAW DATA ENTRY CHARTS
FOR FORM 13 DATA

PART V	PART I		PART II	PART III	PART IV	
Student Program Enrollment Category	Student Record Code #	Student Program Enrollment Category	Student "Problem" Characteristics 15 Categories	Team Referral for Services/Assessment 24 Items	Student Status At End of Data Collection Period 6 Items	Space for Coder Comments
[A]	00000	[A - E]	A // O	(a) // (w)	(a) // (f)	
[B]						
[C]						
[D]						
[E]						

FIGURE 1

— SCHEMATIC OF —

INFORMATION SETS: PARTS I -- V

Source: Form 13, the Individual Student Record

PART I	PART II	PART III	PART IV	PART V
DEMOGRAPHICS	STUDENTS' SPECIFIED PROBLEM(S)			EDUCATIONAL PROGRAM CATEGORY(S)
STUDENT RECORD CODE #	SPECIFIED MODIFICATION(S) and/or INTERVENTIONS		MODIFICATION(S) CONTINUING AND/OR NEW	A
EDUCATIONAL PROGRAM CATEGORY(S) [A - E]	RATING OF SUCCESS OR STATUS OF MODIFICATION(S)		SST NOW INVOLVED? NOT INVOLVED? SUCCESS?	B
	SPECIFIED PROVIDER(S)	PROVIDER(S) of SERVICE(S)	SST REFERS STUDENT for ADDITIONAL SERVICE(S)	C
		LEVEL(S) of SERVICE(S): 1-REFERRED 2-REVIEWED/ ASSESSED 3-ELIGIBLE 4-SERVED		D
				E

-6-

FIGURE 2.

Section B. Content Examination and Editing Procedures.

Determination of records suitable for analysis for this study and the procedures for treatment of partial, ambiguous or inconsistent information are discussed in this section.

1. Determination of Substantially Complete Student Records.

Examination of the content of the 216 student records by project staff determined 194 records met the analysis requirements for the evaluation questions of this study. First, each of the 194 records were substantially complete across the five parts of each record, thus providing comparable data sets, relevant to the study, across the aggregated records. Secondly, the discrete and differing information sets of Parts I, II, III, IV and V of each record yielded data relevant to the procedural treatment of partial, ambiguous or inconsistent data. These records are the information base for analyses.

By substantially complete is meant that partial information in one part of a given record could be completed by direct transcription of explicit and relevant information from another part(s) of the record. Similarly, an ambiguity or inconsistency in one part of a record could be clarified or resolved by the transfer of explicitly stated and relevant information from another part(s) of the record.

The information sets open to transfer within a record are observable in Figure 2. and an example, taken from a Student Record, shows how one information transfer between Parts of a Record was done. The information given was:

Part V report of ending program enrollment: "[A] Regular Program".
Part II statement of modification used: "Placed in RSP 10% day".

Discussion of information transfer: Resource Specialist Program (RSP) is a specific Special Education Program, which is Part V category [D]. Enrollment in [A] Regular Education, as marked in Part V, is indicated by "...10% day". The coder can reliably transfer program category [D] from Part II to Part V, leaving intact the [A] category. Coding procedures required marking [D] on the record in Part V and initialling the coder entry.

Partial information not relevant to the evaluation questions did not exclude a record from the information base for analysis (eg. partial demographic data). Irreconcilable information in data sets relevant to the evaluation questions did exclude the record from the information base (eg. modification data, student problem data, ending program enrollment data). There were 22 student records which did not meet the requirements for analysis and no information from these records is included in the data analysis. However, content analysis of the partial information in the 22 records found descriptive information useful to the additions to specific descriptors of student problems, to the partial list of modifications and to the language of measures of success.

Location of these sets of descriptive information is as follows:

a) Specific descriptors of student problems are in Appendix A: Part II of Form 13. They are listed on the relevant problem category page of Part II in the "Comments" column.

b) Specific descriptors of modifications are in the "Partial Listing of Modifications" (33ff.). These additions are listed on the back of modification category pages to which they correspond.

c) Descriptors of measures of success are listed on page 25 of Figure 3, the "Summary Listing of Student 'Problem' Characteristics, Modifications/Interventions and Modification/Intervention Ratings".

2. Treatment of partial, ambiguous or inconsistent information in Form 13.

The five parts of the Student Record presented slightly different data transfer situations in the reconciliation between parts of partial, ambiguous or inconsistent information. The general procedures of data transfer have been described, with Figure 2 showing the data items that transfer between parts. The specific data transfer procedures followed in Parts I - V will be discussed and exampled.

Part I:

The two information sets are student demographics and the students' educational program enrollment(s) at the time he/she was brought to the attention of a student study team in that students' school.

a) From student demographic data, the code number provided identification of data across the variables of Parts II, III and IV. Specific grade level information was used for analytical purposes as stated in procedure 2.1. No analyses were done by specific grade level, but at the next larger unit of analysis, the four grade level groupings. Omission of specific grade level data (eg. grade 1, grade 5) was a concern only if the larger grade level set was indeterminate. In those (few) cases, the set could be located through information recorded in procedure 1.3. Other student demographic data describing the students of this study was tabulated and reported in the findings.

b) The second information set was the educational program enrollment(s) of students at the beginning of the data collection period. The program categories are as listed on the sample page Part I and noted as [A], [B], *[C], *[D] and [E].

A content analysis of [E] entries found three types of information. The types and how each was treated is as follows:

1) Specification of an educational program or service category already provided for by [A] through [D], such as Chapter I/Math, which is [B] Categorical Program. A staff coder marked the appropriate category [B] and initialed the entry.

*As corrected by recode C=D, D=C

2) Specification of a community or public agency service to the student outside the school setting (eg. "an agency for the Deaf and Hearing Impaired"). The information type exampled was that of Part III data. Coders checked Part III for the data, transferring it if absent into space "(x) other", and marking level of service "4" as "served". If the service was new to the Partial List of Modifications, it was added in category [H] Outside Resource Intervention.

3) Special circumstances of students new to the district or to the school, whose program enrollment was as yet undetermined. Health and personal concerns were the comments noted.

Since Part I and Part V program enrollment information sets were identical in categories and substantially the same in type [E] information, Part V is discussed here.

Part V: Part V differs from Part I in the time of reporting the student program category. Part I reports the program category at the beginning of the data collection period and Part V at the end. Enrollment data from Part I was not used in analyses; Part V data was used in the organization of the Records for analysis (procedure 2.4).

Part V data (e) through (h) was collapsed and termed [E] "student moved". Content analysis of [E] entries found the following:

1) student transferred to other educational setting (ie. hospital, continuation high school, home teaching).
2) reported child abuse or severe developmental delay.
3) for students never in attendance and for whom the school acted as a referring agency.
4) no explanation of "moved". Part II data showed very low academic performance for these (very few) students.

Procedures of treating Part V [E] data: Program category [E] Student Records were included for analysis when 1) Parts I-IV were substantially complete and 2) other program categories [A-D] were also reported. In these cases, student enrollment was treated as the program category(s) prior to leaving the school. An [A][B][E] enrollment was treated as [A][B] enrollment; an [A][E] was treated as [A]. Records not meeting these requirements were not included in the data for analyses.

FORM 13, Part I. Student Information

A. Student's name: _____
Last First Middle

B. Identification codes: _____ - _____ - _____
SELPA School Student

C. Student's birthdate: _____, 19____
month date

D. Gender (check one) Male [ ] Female [ ]

E. Grade level of enrollment in fall semester 1985-86: _____

F. Dominant language: _____, other language(s) (specify) _____

_____

G. Program enrollment(s) as of referral date: _____, 19___.

(a) regular education (specify) _____ [ ]

(b) categorical programs (specify) _____ [ ]

* (c) special education programs (specify) _____ [ ]

* (d) school/district developed programs (specify) _____

_____ [ ]

(e) other (specify) _____ [ ]

*Recode C = D, D = C to correspond to program categories as lettered in Part V.

FORM 13, Part V, Student Enrollment at End of Data Collection Period (December 13, 1985)

Student Name_____

Student I.D.#_____

Instructions.

Check all that apply and specify where required.

(a) regular education (specify) [ ]

_____

_____

(b) categorical programs other than special education (specify) [ ]

_____

_____

(c) school/district developed programs (specify) [ ]

_____

_____

(d) special education programs (specify types of instructional program and exceptional need classification, for example: resource specialist program (RSP), speech therapy (DIS) and speech impaired) [ ]

_____

_____

(e) student has moved out of school attendance area [ ]

(f) student has dropped out of school [ ]

(g) student has transferred to another school [ ]

(h) other (graduation, illness, death, specify) [ ]

_____

COMMENTS:

Part II: The four information sets of Part II are (1) the student problem characteristics, (2) the provider of (3) the modification(s)/ intervention(s) used and (4) the success of the modification/intervention(s).

a) Twenty-one Modification Journals [Form 12] were received for the study although the Form had been dropped during discussion at the September 1985 Workshop as too time consuming and as redundant to the Individual Student Record [Form 13].

   The Journals provided explicit information consistent with the information sets of Part II data. Therefore, the 17 Journals received with Form 13's with partial Part II information, were included in the Records for analysis. The procedure of transfer of equivalent data items from the Journal to Part II, by transcription, was used to complete Part II data.

   The four Journals received without Form 13's added new information to the modifications list and a richness of detail to the descriptors of success. The descriptive information was later included in those lists. (Page 8).

b) Specific procedures of treating partial, ambiguous or inconsistent information in Part II were formulated in the process of coding the complex and extensive narrative detail of Part II data. These procedures are described separately in Section C, in the discussion and exampling of the content coding system. A complete Part II (24 pages) is included in Appendix A.

MODIFICATION JOURNAL
[FORM 12] KS

DRAFT DATA COLLECTION FORM #12

Modification/Intervention Journal

Recorded for the last eight weeks of Fall Semester, 1985, by

_____ (name of person responsible for intervention)

_____ (position) _____ (school).

Instructions

A number of possible modifications of the regular class/program are listed on the attached partial list of Modifications. Please use the attached Journal pages to describe your use of any of these modifications, or others not listed, during this fall semester period. Please keep a separate journal for each student. Enter the name of the student with whom you used one or more modifications. Please note the dates you began and ended a particular modification and date any remarks you make, including the effects of the modification. Please use additional journal pages if necessary for a particular student. At the end of the data collection period, please return this journal to the school representative for returning to the SELPA representative, who will return it to the project director at the State Department of Education. Thank you in advance for your participation in the study and your time and effort during the data collection period.

Instructions for Assuring Confidentiality of Personally Identifiable Information.

Before the completed form is returned to the project director at the State Department of Education; the student's name must be removed, and his or her project identification number must be marked on the form.

MODIFICATION JOURNAL [FORM 12]$_{KS}$

JOURNAL ENTRY

Recorded by _____
(Name)

_____
(School)

Students _____
(Name)

_____
(Project I.D. Number)

Title of Modifications Used	Dates & Remarks

23

FORM 13, Part III, Team Referral for Services/Assessment

Student Name_____

Student I.D.#_____

Instructions.

Complete only for those students whom the team refers to other school or community services or to assessment. Check all that apply.

Example.

This part of the Individual Student Record has four response options for each item in a listing of possible service providers. In some cases all options may be necessary to describe the service/assessment levels for a student. In some cases one, two, or three, or none of the options apply to a particular student. Below is an example of a student who was referred, reviewed and found eligible for medical services but who had not begun therapy for a continuing health problem at the end of the fall semester 1985-85 data collection period:

	Referred	Reviewed/ Assessed	Eligible	Served
(a) public health	[x]	[x]	[x]	[ ]

If, alternatively, the student had been referred and assessed and was ineligible for services only the first two options would have been checked.

	Referred	Reviewed/ Assessed	Eligible	Served
	CODING NUMBERS			
1. Other school programs and community services	(1)	(2)	(3)	(4)
(a) public health	[ ]	[ ]	[ ]	[ ]
(b) mental health	[ ]	[ ]	[ ]	[ ]
(c) rehabilitation	[ ]	[ ]	[ ]	[ ]
(d) vocational/career education	[ ]	[ ]	[ ]	[ ]
(e) English as a Second Language (bilingual)	[ ]	[ ]	[ ]	[ ]
(f) GATE (Gifted and Talented Education)	[ ]	[ ]	[ ]	[ ]
(g) C-E (Chapter 1/SCE (State Compensatory Education))	[ ]	[ ]	[ ]	[ ]
(h) employment/job service	[ ]	[ ]	[ ]	[ ]
(i) service clubs (example: Lions)	[ ]	[ ]	[ ]	[ ]
(j) social services, welfare, family services	[ ]	[ ]	[ ]	[ ]
(k) child protective services	[ ]	[ ]	[ ]	[ ]

KS

FORM 13, Rev. 10-10-85; GS/MS

FORM 13, Part III, cont.

Student Name_____

Student I.D.#_____

1. Other school programs and community services, cont.

CODING NUMBERS

	Referred Reviewed/ Assessed (1)	Eligible (2)	Served (3)	(4)
(l) Head Start	[ ]	[ ]	[ ]	[ ]
(m) truancy control officer	[ ]	[ ]	[ ]	[ ]
(n) school district attendance and review board (SARB)	[ ]	[ ]	[ ]	[ ]
(o) remedial math	[ ]	[ ]	[ ]	[ ]
(p) remedial reading	[ ]	[ ]	[ ]	[ ]
(q) school office (principal)	[ ]	[ ]	[ ]	[ ]
r) counselor	[ ]	[ ]	[ ]	[ ]
(s) school nurse for medical evaluation, followup, home visits	[ ]	[ ]	[ ]	[ ]
(t) psychologists	[ ]	[ ]	[ ]	[ ]
(u) general education consultant	[ ]	[ ]	[ ]	[ ]
(v) School Improvement Program (SIP)	[ ]	[ ]	[ ]	[ ]
(w) assessment for possible special education services	[ ]	[ ]	[ ]	[ ]
(x) other, specify:_____	[ ]	[ ]	[ ]	[ ]

COMMENTS:

Part III: The two information sets of Part III are (1) the set of 24 service providers or types of service to which student study teams referred students and (2) the four levels of service provided.

Initially, Part III data was directly transcribed onto the raw data chart from the information provided by school level participants in the Student Record. Because all parts of Form 13 data for an individual case were entered onto the raw data entry chart before moving to the next case, some inconsistencies between Part II and Part III data became apparent to staff coders. In one case, for example, the narrative in Part II stated that the school principal had conferred with a student and the students' parents about a behavioral difficulty. Yet in Part III "(q) Principal" was not marked at any service level.

As the frequency of these occurrences became problematic, the Research Associate directed staff coders on two tracks. The first was to track the Part III's that were received blank and those not received, using procedure 1.6. Secondly, a staff coder was directed in the transfer to Part III of school and community service referral data found in Part II. A simple transfer of data was noted by circling and initialling the entry. "Corrections" made to the original entries, from the transfer of Part II data, were noted by a slash through the original service level number with the corrected service level number circled and initialled by the staff coder.

Of the 67 students for whom no Part III information was provided by the school level participant, nearly all were found to have received at least one of the services listed in Part III, as reported in the narrative of Part II.

Simple frequency counts of Part III school and community service providers and of assessment for possible special education were done. The Part III list of service providers, although more comprehensive, does correspond in part to modification/intervention category [H] Outside Resource Intervention. Service providers found in Part III data that were new to either the Part III listing or to the modification lists were later included in the Partial List of Modifications under [H]. Outside Resource Intervention.

Part IV: The three information sets of Part IV relate to 1) the continued use of a modification or a change to the modification; 2) the success of a modification and the continued or discontinued involvement of the student study team; and 3) the student study team referral to other services for the student.

The "Other" category entries included future dates of assessment and/or reassessment for services and information on the severity of the students' problems.

In some cases the information sets allowed a clearer interpretation of the content in Part II. In yet other cases, the transfer of Part II data to Part IV allowed completion of Part IV data. The general procedures of data transfer, described earlier, were followed.

An example of the procedure of data transfer between the Parts of the Student Record is given on page 21. The example shows how partial, ambiguous or inconsistent information was reconciled between Parts of the Student Record. The process will be further exampled in Section C, in the discussion on coding of the narrative content of Part II.

Form 13, Part IV, Student Status at the End of the Data Collection Period (December 13, 1985)

Student Name_____

Student I.D.#_____

Instructions.

Complete this part of the Individual Student Record for all students in your school sample. Check all that apply.

(a) original modifications still in progress [ ]

(b) modifications have been changed, new modifications are in progress [ ]

(c) student succeeding with modifications, team is still involved [ ]

(d) student successful with modifications, team is no longer involved (case closed) [ ]

(e) student has been referred for other school or community services [ ]

(f) other, specify_____ [ ]

COMMENTS:

3. EXAMPLE OF DATA TRANSFER PROCEDURE BETWEEN PARTS I - V of FORM 13

Narrative Information Given:

Part I: The student was enrolled in program category [A] Regular Education and in [B] Categorical Program, specified as Chapter I/Math.

Part II: Modifications and success reported as "shortened assignments, is making little to no progress". A second modification was used, "use of small group and more one-to-one assistance. Much difficulty".

"Student is awaiting assessment for possible special education services."

A later notation reads: "RSP placement made". (ie. Resource Specialist Program).

Part III: Two items were checked: (1) "(s) school nurse" and "served". (2) "(w) assessment for possible special education services" and marked as "referred".

Part IV: Modifications were continuing and new modifications were added.

Student study team was still involved. Comment entered reads "little progress".

Referral to other school service (x) was marked, but not specified.

Part V: Program categories marked were [A] Regular Education and [B] Categorical Program.

Reconciliation of Information:

1) Transfer Part II data "RSP placement made" to Part III to read:for (w): referred, assessed, eligible and served. The coded entry on the raw data entry chart reads "4" in the (w) column of Part III data.

2) Part IV data, modifications continue, indicate continued enrollment in program categories [A] and [B]. The referral to other school services in Part IV supports the assessment/placement data of Part II; and is also in agreement with the partial Part III information.

3) The partial and inconsistent program category data of Part V (ie. [A,B] can now be accurately completed from the information in Part II.

Part II data item "RSP placement made" was coded as program category [D], Special Education Programs. The completed coding for this Record was [A] [B] [D].

Section C. Content Coding System for Part II, Form 13, Narrative.

1. Procedures of Part II content coding.

Part II of the Individual Student Record [Form 13] comprises the 15 categories of student "problem" characteristics. Specific descriptors of the students' problem were check-marked by school level participants on the page for each problem category. A complete Part II (24 pages) is included in Appendix A.

The content coding and rating system used to identify data items in the Part II narrative is summarized in Figure 3. A sample page from Part II (Figure 4) shows one of the 15 problem categories (General Academic Performance) and the three information sets coded by the content coding and rating system. Coding of the data was done on the pages of Part II before entering the information onto the raw data entry charts.

The three information sets and procedures of coding are:

a) The modifications/interventions. The specific modification or intervention noted (eg. shorten assignments) was located by the coder in the Partial List of Modifications. The specific descriptor was then letter-coded to the identified modification/intervention category (A-I). The letter-coded data item was marked on the page where the narrative information was given.

b) The provider of the modification/intervention. When the provider was a person or service other than one within the students classroom (ie. teacher, aide, peer-tutor) the information was coded as modification [H] Outside Resources Intervention. When the provider was a parent, coding [G] Parent Contact was used. Again, the code was marked (in the lower right side) on the page of occurrence.

c) The success of the modification/intervention. The rating system, developed from the descriptive language of success as reported in Part II, and summarized in Fig. 3, was used to rate each reported modification and intervention. The rating of "success" was made at the category level of the student problem/modification interaction, not at the level of specific descriptors of the problem/modification relationship. That is, a count of the specific descriptors of problems and of modifications was not included as a numerical index of problem intensity. The varied specific descriptors of a problem were

treated as one unit as were the descriptors of modifications and interventions. There is a direct relationship at the specific level of descriptors between the problem and the modification. The relationship is made evident in examining the coding examples included in this section. Rating the success of the problem/modification interaction at the category level then did not obscure the relationship at the specific level of problem/modification descriptors.

In the coding process, the modification (or intervention) and its success rating are written together, using the coding and rating scales shown in Figure 3. For example: The moderately successful use of modification (C) Assignments (eg. shorten assignments) is coded [C 2.4]. If modification (C) was still being developed (a point in the referral process) it would be coded [C 1.2].

The narrative content of the 194 Student Records was letter and number coded by the system described. Project staff worked interactively during part of the coding process, discussing and clarifying problematic data or ambiguous information. Upon completion of the coding, all of the Records were reviewed by one staff member to check for consistency in the application of the coding and rating system. A last pass through of the Records was done by the Research Associate.

SUMMARY OF CONTENT CODING SYSTEM YS

FIGURE 3

Summary Listing of Student "Problem" Characteristics, Modifications/ Interventions and Modification/Intervention Ratings.

CHARACTERISTICS

(A) Reading
(B) Math
(C) Spelling
(D) Writing
(E) Speaking
(F) Handwriting

(G) General Academic Performance
(H) Academic Behavior

(I) Social/ Emotional Adjustment
(J) School Behavior

(K) Motor Coordination
(L) Preschool Development
(M) Perceptual Dysfunction
(N) General Health

(O) Other Characteristics

MODIFICATIONS/INTERVENTIONS

(a) Environment
(b) Materials
(c) Assignments
(d) Teaching Techniques
(e) Learning CHANNELS
(f) Miscellaneous
(g) Parent Contact
(h) Outside Resource Intervention
(i) Behavior Shaping

MODIFICATION/INTERVENTION RATINGS:

0 = Modification Not Pursued/ Rejected By Parent

Referral Process:

1.0 = Status Unknown
1.1 = Awaiting Assessment
1.2 = Modifications Being Developed
1.3 = Referral Complete; No Active Modification Warranted

Active Modification:

2.0 = Unable to Judge "Success" (Too soon to tell/ No comments offered/ "success" not applicable)
2.1 = Modification Terminated - Unsuccessful
2.2 = Modification Proceeding - No Change Indicated; Not Apparently Working
2.3 = " " - Marginal or Limited Success
2.4 = " " - Moderate to Good Results
2.5 = " " - Extremely Successful
2.6 = Modification Terminated - Problem Resolved/ Modification Successful

DESCRIPTORS OF JUDGMENT OF STUDENT "SUCCESS"

(as reported in Form 13 and Form 12)

The criteria of judgement of the successful results of modification/ intervention(s) to student problems were reported both qualitatively and quantitatively. The terms used to describe the relative success of students differed between the elementary and secondary levels: The former tended to use qualitative terms and the latter tended to rely on quantitative measures of success.

a. Difficulties: " still having, having great, disability evident"

b. Effective: " somewhat, very, extremely"

c. Excellent: " fine, good, fair, OK, poor"

d. Growth: " thriving, showing some, making no"

e. Improvement: " some, limited, slight, little, moderate, much, noted, no consistent, improving "

f. Needs: " more help, further assistance, desperately needs help"

g. Problems: " on-going, continuing, relapse"

h. Progress: " slow, slow and painful, slow with much frustration, some, making fair progress, progressing satisfactorily, little, progress being made, in progress "

i. Undetermined: " unable to assess, too soon to tell, need more time to implement modification(s), no judgement/in progress, no follow-up "

j. Test results: " failed/passed proficiency test(s), getting all A's, or C's or grades are satisfactory, class placement ie. 303/303 of graduating class "

k. Descriptions from Form 12, the Modifications Journal:

" Seems happier, seems more relaxed, works better one-to-one than in groups, stays on task in unstructured situations, beginning to use more complex works (replacing simple words), using different beginning sentences in story writing, success measure = stamp on hand 3X week for completed assignments, hitting behaviors reduced in number per week, student says this (task, assignment) is getting easier, retains spelling words for three weeks "

4-6-86 KS

INDIVIDIAUL STUDENT RECORD [FORM 13]: Page G-1, PART II KS

FORM 13, Part II, Page G-1. GENERAL ACADEMIC PERFORMANCE

Student Name: _____

Student I.D.#: _____

·STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
grade point average (GPA) . . .	[ ]	____	.
credits: behind, completed . .	[ ]	____	.
performance in comparison to grade	[ ]	____	.
low achievement in relation to "ability"	[ ]	____	.
slow learner	[ ]	____	.
few academic strengths	[ ]	____	.
"appears to be very bright" . .	[ ]	____	.
previous intervention/ modification history . . .	[ ]	____	.
test results	[ ]	____	.
does not exhibit reasoning . .	[ ]	____	.
difficulty in learning and using concepts	[ ]	____	.
(Continued on G-2)			

INFORMATION SET 4: SPECIFIC DISCRIPTORS OF STUDENTS' PROBLEM WERE "PRE-CODED" BY THE STUDENT "PROBLEM" CHARACTERISTIC CATEGORY OF OCCURRENCE. FOR EXAMPLE, G, FOR THIS PAGE.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

CODED INFORMATION SETS:

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: _____ → INFORMATION SET 1

Date(s) of modification: _____

Provider(s) of modification: _____ → INFORMATION SET 2

Team judgment of student success after modification: → INFORMATION SET 3

KS

Criteria used? _____

COMMENTS: _____

FIGURE 4

2. Treatment of partial, ambiguous or inconsistent information in Part II.

In the majority of cases, the coding system was adequate for the unambiguous content coding of the student information pages. In those Records which appeared to have inconsistencies or were ambiguous in Part II, information on pages of Part III, IV and/or V were used if they more accurately reflected a valid coding of the modification(s) being used, or the status of a service referral, or the students' progress as noted by the provider.

Prior discussion of the treatment of these kinds of information, in Section B (page 9ff.) is relevant here, and the examples that are presented next describe the kinds of reasoning and judgements used by staff members in coding these "problematic" cases for data entry.

3. Example of content coding and the data transfer procedures in Part II.

The first example is typical of the usual pattern of content coding. using only information on that page of Part II. This is a straightforward procedure, using the Summary of Content Coding System and the Partial List of Modifications.

Examples 2 and 3 are extensions of the first example, taken from the same page of the same Student Record. These two examples are coded in response to subsequent discovery of relevant information in Parts II, IV and V. They example the procedure of data transfer as applied to information within Part II.

EXAMPLE # 1. CONTENT CODING IN PART II of INDIVIDUAL STUDENT RECORD

[Form 13, Part II, Page J--School Behavior] 73

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
Descriptors of student "problem" characteristics taken from Student Record, pages J-1 through J-3:	[ ]	____	. TYPICAL CODING OF INFORMATION AS REPORTED ON SPECIFIC PAGES OF PART II, FORM 13.
Does not "own" actions/blames others	[ ]	____	.
Is impulsive	[ ]	____	.
Completes little work	[ ]	____	.
Is easily distracted	[ ]	____	.
Is defiant	[ ]	____	.
Cannot/will not work with others	[ ]	____	.
Has difficulty working independently	[ ]	____	.
Is hostile towards adults	[ ]	____	.
Does not follow rules in class/ on playground or school property	[ ]	____	.
Poor attitude towards adult authority	[ ]	____	.
Will not follow directions	[ ]	____	.
	[ ]	____	.
("PRE-CODED" TO PROBLEM CATEGORY) KS.	[ ]	____	.

CODING EXAMPLE

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

I Type(s) of modification: [Regular Program Behavior Controls]

Date(s) of modification: _____

II Provider(s) of modification: [Assistant Principal]

III From the list of modifications (A-I):

•The Assistant Principal is coded (H) Outside Intervention or Referral.

•Behavior Controls were taken to mean Behavior Shaping (I) in the list of modifications.

Action on the referral seems to have occurred, and is coded 2. for active modification and not 1. for referral.

There is no comment on the student progress. We are unable to judge the "success" of the modification, or it is too soon to tell. This is a rating code of .0

The completed coding reads H 2.0
I 2.0

EXAMPLE # 2. CONTENT CODING IN PART II of INDIVIDUAL STUDENT RECORD

[Form 13, Part II, Page J--School Behavior] KS

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
Descriptors of student "problem" characteristics taken from Student Record, pages J-1 through J-3:	[ ]	____	• CODING DECISION CHANGE DUE TO EXPLICIT INFORMATION FROM • Part III, IV and/or V, FORM 13
Does not "own" actions/blames others	[ ]	____	.
Is impulsive	[ ]	____	.
Completes little work	[ ]	____	.
Is easily distracted	[ ]	____	.
Is defiant	[ ]	____	.
Cannot/will not work with others	[ ]	____	.
Has difficulty working independently	[ ]	____	.
Is hostile towards adults	[ ]	____	.
Does not follow rules in class/ on playground or school property	[ ]	____	.
Poor attitude towards adult authority	[ ]	____	.
Will not follow directions	[ ]	____	.
	[ ]	____	.
("PRE-CODES" TO PROBLEM CATEGORY) KS	[ ]	____	.

CODING EXAMPLE

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

I Type(s) of modification: [Regular Program Behavior Controls]

Date(s) of modification: _____

II Provider(s) of modification: [Assistant Principal]

III Information from Part III, (t): A referral was made to the Psychologist. The added comment read "Parent would not consent".
From the list of modifications (A-I), the Psychologist is coded as (H) Outside Intervention or Referral and the Parent (G).
The modification/intervention was not pursued due to parental non-consent and is rated Ø.
The completed coding reads G Ø / H Ø

The initial coding (on page 1) of the Assistant Principal and Behavior Shaping is still valid. To the initial coding is added the coding of the information from Part III and more accurately represents the efforts made to assist the student.

Final coding notation: G Ø, H Ø; H 2.Ø, I 2.Ø

EXAMPLE # 3. CONTENT CODING IN PART II of INDIVIDUAL STUDENT RECORD

KS

[Form 13, Part II, Page J--School Behavior]

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
Descriptors of student "problem" characteristics taken from Student Record, pages J-1 through J-3:	[ ]	____	CODING CONSIDERATIONS FROM EXPLICIT INFORMATION IN PART III, IV and/or V, FORM 13
	[ ]	____	
Does not "own" actions/blames others	[ ]	____	.
Is impulsive	[ ]	____	.
Completes little work	[ ]	____	.
Is easily distracted	[ ]	____	.
Is defiant	[ ]	____	.
Cannot/will not work with others	[ ]	____	.
Has difficulty working independently	[ ]	____	.
Is hostile towards adults	[ ]	____	.
Does not follow rules in class/ on playground or school property	[ ]	____	.
Poor attitude towards adult authority	[ ]	____	.
Will not follow directions	[ ]	____	.
("PRE-CODED" TO PROBLEM CATEGORY) KS	[ ]	____	.

CODING EXAMPLE

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

I. Type(s) of modification: [Regular Program Behavior Controls]

Date(s) of modification:

II. Provider(s) of modification: [Assistant Principal]

III.

Information from Part IV (a): "original modifications still in progress" and no other comments. This removes ambiguity from the narrative in Part II and validates coding for active modification (2.), as was done.

As in Part II and III, there is no comment on progress or "success" in Part IV and receives rating 2.0 as "unable to judge 'success' (no comments offered/too soon to tell)".

Conclusion: Information from Part IV (a) reinforces the initial coding decision.

CHART I

EXAMPLES OF FORM 13, PART II CODING PROCEDURES FOR NINE STUDENTS

Example #	Narrative Description (1) Of Problem (2) Of Modification	Modification Coding	Narrative Description Of Progress or Status Rating
#1	1. Written Language: all elements.		Some improvement in fluency of written work.
	2. Small group; I-I Curriculum change Methods change by classroom teacher shorter assignments	[A] Environment [H] Outside Resource Intervention (Chapter I Specialist) [D] Teaching Technique [C] Assignments	Progress rated 2.3 C 2.3 Coded as: A 2.3, H 2.3, D 2.3
#2	1. Spelling: skill well below reading achievement.		Improvement. Student written work as criteria.
	2. Computer Assisted Instruction, provided by classroom teacher.	[B] Materials [D] Teaching Technique	Progress rated 2.4 Coded as: B 2.4, D 2.4
#3	1. General Academic Performance: Below grade level work and struggling.		Moved back and has been working well at new grade level. Seems happier.
	2. Parent/Teacher/Principal/ Psychologist Conference Change grade level.	[G] Parent Contact [H] Outside Resource (Psychologist & Principal) [A] Environment	Successful. Progress rated 2.6 H 2.6 Coded as: G 2.6, H 2.6, A 2.6
#4	1. Academic Behavior: Minimal interest in school. Poor performance.		Unsuccessful. Assignments still incomplete.
	2. Principal/student confer. Weekly grade check on class assignments by Teacher and Principal.	[H] Outside Resource Intervention (ie. Principal) [D] Teaching Technique	Progress rated 2.2 Coded as: H 2.2, D 2.2
#5	1. Spoken Language: all elements; often refuses to speak.		Difficulty processing the information in either language. Continuing problem.
	2. On-going ESL Instruction Classroom instruction in English Small group work.	[H] Outside Resource Intervention [A] Environment	Progress rated 2.2 Coded as: H 2.2, A 2.2
	Refer to psychologist Parents refuse testing.	[H] Outside Resource [G] Parent Contact	Unsuccessful/not pursued. Rated Ø Coded as: G Ø, H Ø

(Rev) 6-6-86 KS

CHART I

EXAMPLES OF FORM 13, PART II CODING PROCEDURES FOR NINE STUDENTS (cont.)

Example #	1. Narrative Description Of Problem 2. Of Modification	Modification Coding	Narrative Description Of Progress or Status Rating
	1. Reading: decoding, word attack skills, sight vocabulary.		Making steady but very slow progress.
#6	2. Specialized Reading Program Small group work Tracing exercises Vocabulary Cards	[C] Assignments [A] Environment [E] Learning Channel [B] Materials	Progress rated 2.3 Coded as: A 2.3, E 2.3 ...
	1. Poor school performance Minimal interest in school		Unsuccessful. Criteria: Assignments still incomplete
#7	2. Weekly grade check on assignments by teacher And by Principal	[D] Teaching Technique [H] Outside Intervention	Progress rated 2.2 Coded as: D 2.2, H 2.2
	1. Written Language: Skills well below oral skills. Lacks flexibility in sentence/word use		Using different beginning sentences in story writing Beginning to use more complex words; replacing simple words Shows some enthusiasm
#8	2. Reciprocating Question Technique Use of tape recorder	[D] Teaching Technique [B] Materials and [E] Learning Channel	Progress rated 2.4 Coded as: D 2.4, B 2.4 ...
	1. Reading: forgets letters and numbers Social: does not interact with peers; weak interaction with adults Other: "falls out of chair"		Attentive to materials; very slight improvement Rated 2.2 Seems embarassed Too soon to tell Rated 2.0
#9	2. -Tactile approach and sand letters and numbers -Assign buddy and use Magic Circle - More I:I & placed with quiet, low-key teacher.	[B] Materials [D] Teaching Technique [I] Behavior Shaping [A] Environment [A] Environment and [D] Teaching Technique	Way of falling out of chair not the usual. "Learned of history of child abuse" Child moved before any further help could be given. Coded as: B 2.2; D 2.0, I...

4-28-84 KS

SECTION #5 C. PARTIAL LISTING OF MODIFICATIONS, WITH ADDITIONAL DESCRIPTORS AS REPORTED IN PART II DATA.

Coop Agreement No. G0084C3505

PARTIAL LISTING OF MODIFICATIONS

A. Environment

study carrels
change seating, preferential seating
reduce distractions where possible
change to another class
change groups
create more physical space for learner
consider physical health problem
cross-age, cross-grade, peer or adult tutors
special study area
use small groups
individualized groups
change: teacher, grade, school
change of schedule
adjustment of length of day
reduce length of day
use activity breaks
systematic exclusion:
-student works in conf. area goes to class only when willing to follow directions
use "timeout" (remove student from classroom)
seat student next to teacher's desk
use detention
move student
-away from friends
-close to front of class
-close to center of instruction
-to lighter side of room
-to dark side of room
-near solid "security" object
after school

B. Materials

use different materials:
-tapes
-manipulatives
-task cards
-slates
-"math their way"
-work job blocks
-filmstrips
-overhead projectors
-records
use typewriter
use diagnostic materials
use district continuums

B. Materials (continued)

use computer
remedial reading, math programs
Chapter I/School Improvement Program/Miller-Unruh services
San Diego Quick Assessment & Reading Continuum
computer assisted instruction
use timer to direct & stimulate attention
directions or letter/number models on desk for easy reference & self-correction

C. Assignments

simplify
shorten
individual contracts
use buddy system/partners
use of notebooks for assignment
use copying for visual/motor reinforcement
-alternative assignment structure
-extend time to complete assignments
use boldface type
use alternative assignments structure (i.e.,offer a choice of three methods of reporting
use specialized assignments to be done at home with assistance of their parents
SSR & SSW to generate fluency in reading/writing
-SSR=sustained silent reading
-SSW=sustained silent writing
assign specific tasks that might build self-esteem use high interest/low level materials
breakdown tasks into small steps
give student permission to "contract" for reduced assignment
form small work groups where all students are responsible for making sure that each member successfully completes assignments
restructure priorities/assignments

Additional Descriptors As Reported in Part II Data

(Source: Form 13 and Form 12)

[A] ENVIRONMENT

- class library visits
- field trips
- change of assigned school bus schedule of student
- One-to-one interaction, notated as I : I
- grade change (to 3rd) with continued, appropriate participation in the former grade level activities (ie. 4th).

[B] MATERIALS

- tracing exercises to replace copy exercises
- tactile-kinesthetic manip- manipulatives

[C] ASSIGNMENTS

- Adjust assignments & adjust expectations
- break tasks into reachable components

[KS. SECTION C. #5. PARTIAL LISTING OF MODIFICATIONS, WITH ADDITIONAL DESCRIPTORS AS REPORTED IN PART II DATA.]

Coop Agreement No. G008403505

D. Teaching Techniques

agreement on learner's part to accept designated responsibilities
classroom contracts
have learner keep study book
if learner is told something it is done (i.e., compliance with directions)
have a joint teacher/pupil signal that the student gives when he doesn't understand materials, directions, etc., or needs more help
teach child strategies on "how to remember"
team the student with a higher functioning student as a role medel
have student close his/her eyes & try to visualize the information, seeing things in their minds
determine time of day student feels and works best
vary voice volumne as required, vary pace (speak slowly)
use eye contact
use hand on shoulder contact
reduce situational amount/degree of work when appropriate
teacher circulates through room
repeat instruction-same way
list assignments and/or instructions on board
use behavior modification
use visual aids in giving instructions (overhead/board)
don't grade during the learning phase - but do analyze and feed back to learner
use language master
"show me" cards or other whole class participation
use stopwatch/timer to motivate childern to master combinations, etc.
build concepts by dramatization, movement, concrete materials
an agreement to "back-off" from the student to see if he or she responds to a type of "benign neglect"
reinforce correct responses promptly
use praise
reword for starting, continuing or completing tasks
clarify rules
provide routine schedule
list & use student's interests
teach to student's strength areas
use modifications on whole class (rather than single-out student)
compare student to him/herself - not to others
grade student on progress from point A to point B
Re-teaching (defined as presenting instructions with a different modality, technique or material)
have student rehearse expectations during the day
grade on quality of work
with administration approval allow student to take course pass/fail
simplify communication, adapt style to learner
repeat directions slowly and have student repeat them
simplify oral directions to a maximum of three sequential actions
spend extra time reviewing what happened yesterday, what will happen today, and what will happen tomorrow
walk through or rehearse new classroom activities, routines, or habits
establish simplified, consistent routines & provide assistance/supervision during transition from one activity to another
use visual exercises
vary instructional materials/methods
emphasize auditory materials & methods such as rhymes, songs, records, tapes, etc.

Additional Descriptors As Reported in Part II Data

(Source: Form 13 and Form 12)

[D] TEACHING TECHNIQUES

- activities in acting out directions for expression of feelings
- use combined visual/phonetic approach
- neumonics
- teacher designed individual materials-sequenced
- screening for language dominance for pre-reading skills academic screening
- request classroom observation from principal, psychologist, reading or speech specialist

[45 SECTION C. # 5. PARTIAL LISTING OF MODIFICATIONS, WITH ADDITIONAL DESCRIPTORS AS REPORTED IN PART II DATA.]

Coop Agreement No.
G0084C3505

E. Learning Channel

for auditory sequencing problems:
-limit number of oral instruction
-teach note taking skills
-use lessons on overhead/tape recorder
auditory
visual
kinesthetic
review kindergraten inventory of development
give the Learning Methods Test and/or Learning Rate Test (from reading center)
neurological impress system
determine strongest sensory modality & structure assignments around it.

F. Miscellaneous

retention in grade
adjustment of grade
social promotions
make documentation of interventions/modifications history available to other staff, special education personnel
keep work samples
review cumulative folder
develop special classes for study skills, homework (and other needs that arise for students unable to fit into the "special education" mold)

G. Parent Contact

parent/teacher conferences
parent/teacher/student conferences
parent/teacher/student/principal/ assistant principal/counselor conferences
classroom intervention through phone calls to parent
parent as volunteer classroom aide
enlist parent in special homework assignments
daily/bi-weekly/weekly reports to parents containing progress, performance, effort or citizenship information

G. Parent Contact (continued)

develop home-school contracts for monitoring, disciplining, encouraging or shaping behavior of student effectively and consistently
be explicit, frank & tactful
encourage parents to express their feelings about what's happening and/or to give additional background information (diet, sleep habits, behavioral history, etc.)
use active listening
offer direction & specific assistance
require parent to assume responsibility for some specific activity, do not hesitate to use such statements as: "I need you to...get back to me by Friday...", "It is absolutely necessary to..."
put problem into broader perspective, e.g., "If we allow this to continue, down the road, Susie will..."
be generous with "I care" messages & statements about what the child does do that is right & appropriate
in conferences with parent & pupil:
-state problem in terms of specific behavior, instead of "you are a bad kid" or "he/she" is a "bad kid" type messages
in conferences, con't.
-use specific & concise statements of where "we are" & where "we want" to go, should be positive, a way of sharing, discussion of different ways to "get there"
-be frank, but nonpunitive about possible negative consequences if behavior continues
-setup timeline in near future to review effects of plan in teacher/parent/principal conferences:
-focus on relative severity of problem, review effects of alternatives used already
-encourage parent to express feelings about situation and/or to give additional background information
-plan strategies & define solutions
-be specific about what teacher, principal, & parent should/will do

Additional Descriptors As Reported in Part II Data

(Source: Form 13 and Form 12)

[E] LEARNING CHANNEL

- tracing exercises
- change to more abstract approach when /if increasingly concrete approach is failing

[F] MISCELLANEOUS

None reported

[G] PARENT CONTACT

- to build social/emotional bonding and security, suggested mother
  - take child to library, park
  - read stories to child, holding child
- request parent drill for reinforcement only. (Not introduce "new" materials)
- parent contacts school regarding
  - needs of hearing impaired child
  - medication
  - request for private academic evaluation/assessment
  - requests private counselling rather than school counselling

4-4-86 XS

SECTION C. #5. PARTIAL LISTING OF MODIFICATIONS, WITH ADDITIONAL DESCRIPTORS AS REPORTED IN PART II DATA.

Coop Agreement No. G0084C3505

H. Outside Resource Intervention

referrals to other programs, offices & agencies:
- -Head Start
- -public health
- -mental health
- -far northern
- -truancy control officer
- -school district attendance review board
- -Bilingual Education
- -ESL
- -remedial math program/specialist
- -remedial reading program/ specialist
- -refer for special education assessment
- -refer to office
- -refer to counselor
- -refer to nurse for medical evaluation, followup, home visits
- -refer to psychologist
- -refer to general education consultant
- -refer to speech and language specialist
- -refer to School Improvement Program
- -refer to Title I

refer to other agencies as student eligible/resources are available

consult with other staff on appropriate and/or available resources for referral

establish a school-level guidance or solution committee

refer to community special services family counseling

I. Behavior Shaping

1) Set aside five minutes at same time everyday to allow and encourage student to express feelings and attitudes about himself and school. Be as nonjudgemental, open ended, and warm as possible. Then briefly review progress and make a few directive statements.

I. Behavior Shaping (continued)

2) Perform thorough task-analysis of problem behavior; sequence all components and shape through frequent feedback and reinforcement.

3) Teacher and student establish a signal or cue to help monitor/ control the problem behavior.

4) Work with aide: train aide in shaping procedures and learning theory as much as possible. After teacher given instructions and demonstration, have aide provide positive, guided practice before allowing student to start work independently.

5) Use cross-age tutor, peer tutor, or peer counselor to model specific types of behavior.

6) Use a "classroom contingency management program, a) including systematic monitoring of some kind. Teacher monitored or child monitored, must be quiet and easy to do; b) benefits include more immediate and predictable feedback, makes it easier to be accountable/ responsible for oneself, makes work more manageable, less confusing, visual representations help motivate; c) perform a thorough behavioral analysis, identify antecedent behavior consequence sequences, manipulate/experiment with antecedents and consequences; d) collect data to share with other personnel, administrators, parents (may be frequency, duration or interval data).

enlist student in active problem solving through elicitation of information pertaining to goals, interests:
- -areas in which student feels he/she does really well
- -areas in which student would like more help
- -student goals or ambitious for the rest of the year, for next year, after finishing school.

Additional Descriptors As Reported in Part II Data

(Source: Form 13 and Form 12)

[H] OUTSIDE RESOURCE INTERVENTION

- PTA Clothes Closet
- temporary free lunch (PTA)
- explore continuation school
- vocational education program
- Magnet Arts School
- Basic Skills Classes (NGB)
- Outside counsellor who meets with student group at the school
- Poets/musicians in the school programs; outside expert on subjects of interest

[I] BEHAVIOR SHAPING

- reinforce desired social behavior encourage positive interaction
- use behavior token system use stamp/star on hand
- power struggle problems: limit the number of issues; reduce the number of issues
- use strategy of in-house systematic exclusion; use instead of detention
- offer more choice/less choice
- student keep tally of hitting behavior
- set-up consequences for aggressive behaviors
- try "assertive discipline"
- encourage student to express self, using role-enactment, dramatization, clay, paint, music, movement in action-oriented, multi-sensory program and/or activities

[KS. SECTION C. #5. PARTIAL LISTING OF MODIFICATIONS, WITH ADDITIONAL DISCRIPTORS AS REPORTED IN PART II DATA.]

I. Behavior Shaping (continued)

-student goals for a job/career he/she would like after finishing school
-ways student learns best
-school activities enjoyed most
-community activities enjoyed most
-home activities enjoyed most
involve student in extra curricular activities/other special interest groups
pursue before or after school contact time with student
encourage student to express feelings about situations, use "active listening"
state problem in terms of specific behavior,instead of "you are a bad kid" type messages"
reiterate limits, guidelines and consequences in a calm manner
discuss ways of helping student stay within guidelines
require student to choose and be accountable for a plan of action
provide student with special times to discuss problems, feelings, accomplishments

Section D. Procedures of Data Entry and Data Analysis.

1. Data entry procedures.

Data entry was made onto the raw data charts (Fig. 1) on a case by case basis; by ending educational program categories (Part V data) across the data items of Part II, III and IV. The four grade level sets (Part I data) were each entered on separate charts for Primary, Elementary, Intermediate and Secondary.

The coded narrative data (Part II data) of modification/intervention success and of the referral status of modification(s)/intervention(s) were entered into relevant problem categories [A - O] as provided on the raw data entry chart(s). Entry was made for each Outside Resource Intervention [H] involved in a single proglem. Thus, a single cell may contain more than one [H] entry as would be the case when several Outside Resource Interventions are brought to bear on a students' problem.

Other modification categories were entered more than once if one entry represented an active modification (coded 2) and one entry in the same modification category was in the referral process (coded 1). This was often the case in entering [H] Outside Resource Intervention and not often with any other modification.

Part III data was entered by the numbered level of service 1, 2, 3 or 4 into the provider or service designated by letters (a) to (x). Part IV data was entered into the lettered column (a) to (f) as designated on the page of the record. A check mark was used to make the entry.

2. Data analysis procedures.

Data analysis procedures included tallies, simple and relative frequencies, two-way cross tabulations and clustering. In general, the frequencies sought were in response to the questions posed for this study and the relations between variables of interest to the study were cross-tabulated. The clustering of the student problem characteristics went through a series of changes from differing perspectives of what clusters were most reflective of their occurrence in the reality of student experiences at school. Clustering facilitated the search for patterns between student problem characteristics and successful modifications.

APPENDIX A

Complete Part II [Form 13], Including Additions of Specific Descriptors of Student "Problem" Characteristics as Reported in Part II Data at the Primary, Elementary, Intermediate and Secondary Grade Level Sets.

APPENDIX A.

FORM 13, Part II, Page A. READING

Student Name:_____

Student I.D.#._____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
decoding	[ ]	____	* THROUGHOUT APPENDIX A., THE NOTATIONS P, E, I, S = SPECIFIC DESCRIPTORS REPORTED IN "OTHER" SPACE ON EACH PAGE OF FORM 13, PART II AT THE 4 GRADE LEVEL SETS: PRIMARY, ELEMENTARY, INTERMEDIATE and SECONDARY. KS.
word attack skills/phonics . .	[ ]	____	
comprehension	[ ]	____	
speed	[ ]	____	
fluency	[ ]	____	
sight vocabulary	[ ]	____	[A] READING *
confuses words (was/saw, on/no, want/went)	[ ]	____	· Unable to synthesize ideas P · Poor eye-hand coordination P · Can't blend sounds P · No prior formal reading P · Sound sequencing problem P · Crawls on floor; hides under table during reading P · Lacks pre-school basic skills P · Below grade level, by 1,2 or more years P
Other, specify:_____	[ ]	____	
_____	[ ]	____	
_____	[ ]	____	
_____	[ ]	____	
_____	[ ]	____	
_____	[ ]	____	

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page B. MATHEMATICS/ARITHMETIC Student Name:__ ____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
facts/terms/symbols (=,+,-,±,x).	[ ]	____	.
basic computation	[ ]	____	.
word problems	[ ]	____	. .
concepts	[ ]	____	.
application (money, time, measurement)	[ ]	____	.
numeral reversals (12/21) . .	[ ]	____	[B] MATHEMATICS/ARITHMETIC
Other, specify:_____	[ ]	____	•Good at mechanical tasks, but unable to learn concepts P •Does not retain math facts P
_____	[ ]	____	•Slow to grasp concepts like time; or relationships ie. of addition and multiplication P
_____	[ ]	____	•Below grade level (# years) P
_____	[ ]	____	•Inappropriate use of math manipulatives: swallows, puts in nose, ear P
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

APPENDIX A.

FORM 13, Part II, Page C. SPELLING

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
skill well below reading achievement	[ ]	____	.
omits or adds letters	[ ]	____	.
poor sequencing	[ ]	____	.
spells phonetically	[ ]	____	.
poor visual memory	[ ]	____	
sound-symbol difficulty . . .	[ ]	____	[C] SPELLING
endings	[ ]	____	• Spelling skill does not carry over to other academic areas P
cannot spell from list or dictation	[ ]	____	• All letters correct- but letter sequencing is incorrect F
spells poorly in written assignments	[ ]	____	• Articulates understanding of spelling techniques but does not/cannot apply same S
guesses wildly when spelling .	[ ]	____	
skills well below grade level .	[ ]	____	.
Other, specify:_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Rev. 10-3-85; GS/MS

FORM 13, Part II, Page D. WRITTEN LANGUAGE

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
grammar	[ ]	____	.
punctuation	[ ]	____	.
capitalization	[ ]	____	.
writing sentences	[ ]	____	.
writing paragraphs	[ ]	____	
poor written expression . . .	[ ]	____	[D] WRITTEN LANGUAGE
Other, specify:_____	[ ]	____	•Big discrepancy between oral and written language P
_____	[ ]	____	•Cannot proof read simple errors P
_____	[ ]	____	•Difficulty conceptualizing construction of sentence; of the components of sentences E
_____	[ ]	____	•Simple sentences are OK S
_____	[ ]	____	•Has not passed writing proficiency exam S
_____	[ ]	____	•Difficulty with complex sentences S
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Rev. 10-3-85; GS/MS

APPENDIX A.

FORM 13, Part II, Page E-1. SPOKEN LANGUAGE

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
poor grammar, articulation . .	[ ]	___[E]	SPOKEN LANGUAGE
poor listening skills	[ ]	___	•Unilateral lisp P •Unable to form sentences P •Refuses to speak P
poor understanding of commands or directions	[ ]	___	•Reverts to baby talk P •Gap between written and oral language P
limited vocabulary: speaking listening	[ ]	___	•Language delay P •Difficulty speaking about visually presented materials P
poor comprehension of discussion	[ ]	___	•Mumbles P •English language not developed P
poorly retained auditory input .	[ ]	___	•Difficulty focusing S •Difficulty processing information in either language E
confusion between dominant and secondary language	[ ]	___	•Lacks English language basis proficiency P
poor pronunciation	[ ]	___	•Bi-lateral hearing loss E
blocks on "easy words" (word finding/retrieval difficulty)	[ ]	___	•Age given when began to sit, crawl, walk P
poor verbal orgainzation . . .	[ ]	___	•Birth difficulties: 30 minute resuscitation period after birth P
uses words inaccurately . . .	[ ]	___	
(Continued on E-2)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page E-2. SPOKEN LANGUAGE

Student Name:_____

Student I.D.#:_ __ __

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
unable to express thoughts and feelings	[ ]	____	.
nonfluency	[ ]	____	.
voice disorders	[ ]	____	.
language processing difficulty .	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

APPENDIX A.

FORM 13, Part II, Page F. HANDWRITING

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
illegible	[ ]	____	.
reverses (7-ϒ, J-ƃ)	[ ]	____	.
difficulty copying from page and blackboard	[ ]	____	.
skills well below grade level .	[ ]	____	
tense-tight writing style . .	[ ]	____	[F] HANDWRITING
poor rhythm	[ ]	____	• Refuses to write cursive P • Left-handed E • Difficulty with cursive P
poor writing posture or pencil grip	[ ]	____	• Prefers printing to cursive E .
unusual difficulty staying on lines	[ ]	____	.
crowds writing at margins . .	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Rev. 10-3-85; GS/MS

FORM 13, Part II, Page G-1. GENERAL ACADEMIC PERFORMANCE

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
grade point average (GPA) . . .	[ ]	____	.
credits: behind, completed . .	[ ]	____	.
performance in comparison to grade	[ ]	____	.
low achievement in relation to "ability"	[ ]	____	.
slow learner	[ ]	____	[G] GENERAL ACADEMIC PERFORMANCE
few academic strengths	[ ]	____	• Has little interest in school I • Student claims to be bored S
"appears to be very bright" . .	[ ]	____	• Short-term auditory memory deficit P
previous intervention/ modification history . . .	[ ]	____	• Seems to have broad general knowledge (does nothing in class) I
test results	[ ]	____	• Attention deficit. "Forgets things". (Excuses?) S • Falls asleep in class S
does not exhibit reasoning . .	[ ]	____	• Class placement reported as # 303/303 students S
difficulty in learning and using concepts	[ ]	____	• 'Tuned out' of routine of study and academics S
(Continued on G-2)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page G-2. GENERAL ACADEMIC PERFORMANCE

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
forgets previously learned material	[ ]	____	.
knowledge gaps (surprises with what does/doesn't know) . .	[ ]	____	.
learns better through some channels than others	[ ]	____	.
learns some skills better than others	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page H-1. ACADEMIC BEHAVIOR

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
poor study habits	[ ]	____	.
does not bring materials to class	[ ]	____	.
does not use textbook effectively	[ ]	____	[H] ACADEMIC BEHAVIOR
does not follow directions, cannot follow directions . .	[ ]	____	• Inconsistent in work P • Non-academic behaviors: crawls on floor etc. P • Sits passively until encouraged to do assignment P • Not in touch with classroom academic demands P • Makes many excuses E • Off task in unstructured situations E • Works only with continuous supervision I • Leaves class rather than fail in front of others (this student had no school behavior problems; but very low level academic skill) S
does not turn in homework . . .	[ ]	____	
wastes class time	[ ]	____	
has difficulty in taking notes .	[ ]	____	
gives up easily, acts helpless .	[ ]	____	
has limited attention span (less than ten minutes)	[ ]	____	
has difficulty understanding directions, questions or comments	[ ]	____	
cannot estimate classroom expectations without more data	[ ]	____	.
(Continued on H-2)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page H-2. ACADEMIC BEHAVIOR

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
carelessly executed work . . .	[ ]	____	.
poor quality work	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page I-1. SOCIAL/EMOTIONAL ADJUSTMENT

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modification [I] BEFORE	AFTER	SOCIAL/EMOTIONAL ADJUSTMENT	
emotional cycle (good days and bad days)	[ ]	____	•Refuses to interact with peers	P
cries easily	[ ]	____	•Cannot accept failure	P
seems withdrawn	[ ]	____	•Constant power struggles	P
nervousness	[ ]	____	•Temper tantrums	P
nailbiting, other nervous tics .	[ ]	____	•Initiates social contact by hitting	P
is often angry	[ ]	____	•Unaware of appropriate playground behavior	P
inadequate self-concept . . .	[ ]	____	•Tense	P
does not display emotion . . .	[ ]	____	•Sullen	P
often appears depressed . . .	[ ]	____	•Sucks thumb, other objects	P
hypoactive	[ ]	____	•Not dealing with grade level change	P
hyperactive	[ ]	____	•Not dealing with new life situation arrangements	P
temperamental	[ ]	____	•Unable to wait for help or attention: frustrated and angered by	P
			•Tactile defensive	P
			•Puts undue pressure on self to perform academically	P
			•Possible food allergies	P
			•Verbalizes low self-esteem: "I'm so dumb. I wish I was dead."	P
			•Physical deformity (eye) inhibits relating with peers/others	P
			•Possible detrimental environmental factors	P

(Continued on-I-2)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page I-2. SOCIAL/EMOTIONAL ADJUSTMENT

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
		[I]	SOCIAL/EMOTIONAL ADJUSTMENT
poor frustration tolerance . .	[ ]	____	•Anxious E •School phobic E
does not adjust to changes in routine	[ ]	____	•Feels unfairly singled out E •Report of physical abuse E
is often afraid	[ ]	____	•Teases/picks on people with problems E
is loud and boisterous	[ ]	____	•Verbal fighting I
frequently fights	[ ]	____	•Overt anger: throwing things I
destroys property	[ ]	____	•Seems to prefer adult interaction to peer interaction I
steals	[ ]	____	•Home teacher for 1 year: suicidal depression I
lies	[ ]	____	•Reacts in anger to "positive" reminders of appropriate behavior; to any kind of criticism S
does not relate well to peers .	[ ]	____	•Indications of substance abuse: possession of drug equipment S
is hostile to other students . .	[ ]	____	•Attends university tennis rec. program in lieu of attending HS classes: unauthorized, except by self S
is argumentative	[ ]	____	
is very social (has many friends)	[ ]	____	
(Continued on I-3)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

FORM 13, Part II, Page I-3. SOCIAL/EMOTIONAL ADJUSTMENT

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
seems threatened by other students	[ ]	_____	.
does not participate in games or other sports activities . .	[ ]	_____	.
is withdrawn/shy	[ ]	_____	.
Other, specify:_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.
_____	[ ]	_____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

APPENDIX A.

FORM 13, Part II, Page J-1. SCHOOL BEHAVIOR

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
does not participate in class activities	[ ]	____	.
does not "own" actions, blames others for his actions . . .	[ ]	____	.
makes "excuses"	[ ]	____	.
makes inappropriate noises . .	[ ]	____	[J] SCHOOL BEHAVIOR
is impulsive	[ ]	____	• Wants everything perfect; takes excessive time getting started P
has difficulty working independently	[ ]	____	• "falls out of shair" (reported in 2 cases--both child abuse cases) P
completes little work	[ ]	____	• "straddles chair awkwardly" (also child abuse case) P
is inattentive	[ ]	____	• Lacks awareness of consequences E
is easily distracted	[ ]	____	• Hazardous misuse of equipment S
often daydreams	[ ]	____	.
has vacant expression	[ ]	____	.
(Continued on J-2)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page J-2. SCHOOL BEHAVIOR

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
cheats on tests	[ ]	_____	.
is defiant	[ ]	_____	.
talks without permission . . .	[ ]	_____	.
plays with objects while working or listening	[ ]	_____	.
often out of seat	[ ]	_____	.
cannot/will not work with others	[ ]	_____	.
does not follow rules in class or on playground/school property	[ ]	_____	.
is in constant motion	[ ]	_____	.
is a passive resister	[ ]	_____	.
has excessive absences	[ ]	_____	.
is excessively tardy	[ ]	_____	.
is hostile toward adults . . .	[ ]	_____	.
(Continued on J-3)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

APPENDIX A.

FORM 13, Part II, Page J-3. SCHOOL BEHAVIOR

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications:		COMMENTS
	BEFORE	AFTER	
encourgaes peers to disrupt class/ other activities	[ ]	____	.
will not follow direction/ guidance	[ ]	____	.
poor attitude towads adult authority	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Rev. 10-3-85; GS/MS

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
fine coordination:			
handwriting	[ ]	_____	.
cutting	[ ]	_____	.
pasting	[ ]	_____	.
printing	[ ]	_____	.
drawing	[ ]	_____	[K] MOTOR COORDINATION
difficulty in making designs .	[ ]	_____	• Cannot do dot to dot construction P • Sensory motor skills difficulties Check this out. P
gross coordination:			• A skilled athlete S
walking	[ ]	_____	.
running	[ ]	_____	.
jumping	[ ]	_____	.
poor balance	[ ]	_____	.
poor eye hand coordination . .	[ ]	_____	.
Other, specify:_____	[ ]	_____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page L. PRESCHOOL DEVELOPMENT

Student Name: _____

Student I.D.#: _____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
self-feeding	[ ]	____	.
uses spoon	[ ]	____	.
uses fork	[ ]	____	.
uses knife	[ ]	____	.
self-dressing	[ ]	____	.
ties own shoes	[ ]	____	[L] PRE-SCHOOL DEVELOPMENT
self-toileting	[ ]	____	• No additional entries were made.
washes self	[ ]	____	.
Other, specify: _____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: _____

Date(s) of modification: _____

Provider(s) of modification: _____

Team judgment of student success after modification: _____

Criteria used? _____

COMMENTS: _____

_____

 Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
reversals	[ ]	_____	.
distortions	[ ]	_____	.
visual problems:			
decoding	[ ]	_____	.
discrimination	[ ]	_____	
constancy	[ ]	_____	[M] PERCEPTUAL DYSFUNCTIONS
figure-ground confusion . .	[ ]	_____	• Short attention span P • Auditory learning disability; sequential memory problems E • Weak temporal perception S • Weak immediate auditory recall S
auditory problems:			
discrimination	[ ]	_____	.
closure	[ ]	_____	.
sound blending	[ ]	_____	.
memory problems:			
visual input	[ ]	_____	.

(Continued on M-2)

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page M-2. PERCEPTUAL DYSFUNCTIONS Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
memory problems, cont.			
oral input	[ ]	____	.
retrieval/output:			
oral	[ ]	____	.
written	[ ]	____	.
kinesthetic	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Part II, Page N-1. GENERAL HEALTH

Student Name:_____

Student I.D.#:_____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
excessive physical symptoms (pains)	[ ]	____	.
low vitality	[ ]	____	.
frequent illness	[ ]	____	.
headaches: frequent or severe .	[ ]	____	.
dizzy spells	[ ]	____	[N] GENERAL HEALTH
visual problems	[ ]	____	• Dental decay P • Birthing difficulties P * • Sneezing attacks E
wears glasses	[ ]	____	• Stomach aches E • Thin/underweight E
auditory problems	[ ]	____	• Health problems interfere seriously with academic and social life S
wears hearing aid	[ ]	____	• Difficulty with eyes and feet S
takes a regular medication . .	[ ]	____	
uses illicit drugs	[ ]	____	* REPORT OF DELAYED RESPIRATION AT BIRTH. YKS.
frequent bathroom trips	[ ]	____	.
(Continued on N-2)			

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

APPENDIX A.

FORM 13, Part II, Page N-2. GENERAL HEALTH

Student Name:_____

Student I.D.# _____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
drooling	[ ]	____	.
continual or severe drainage of:			
eyes	[ ]	____	
ears	[ ]	____	.
nose	[ ]	____	.
fondles self excessively (this has been reported as a possible early clue to child molestation, sexual abuse)	[ ]	____	.
Other, specify:_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.
_____	[ ]	____	.

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification:_____

Date(s) of modification:_____

Provider(s) of modification:_____

Team judgment of student success after modification:_____

Criteria used?_____

COMMENTS:_____

_____

FORM 13, Rev. 10-3-85; GS/MS

FORM 13, Part II, Page O. CHARACTERISTICS NOT OTHERWISE COVERED

Student Name: _____

Student I.D.#: _____

STUDENT CHARACTERISTICS	In Relation To Modifications: BEFORE	AFTER	COMMENTS
Specify characteristics not covered in other sections of the Individual Student Record, Part II: [O] CHARACTERISTICS NOT OTHERWISE COVERED			
_____ • Poor attitude toward school			P
_____ • Single parent has poor control of student at-home behavior			P
_____ • Mother lacks basic parenting skills			P
_____ • Student lacks basic social entry skills for most school experiences			P
_____ • Too much "adult" demand on student at home: crowded conditions with parents, aunts & uncles, cousins, grandparents and siblings all in home			P
_____ • Student lives with single male alcoholic adult			I
• Baby sitter drunken family member			P
_____ • Recent divorce situation			I
• Product of broken home			I
_____ • Medical history reports on: Brain scan; ear surgery; history of abuse, frequent moves; dietary concerns			P E I S

BEFORE: Check if a characteristic is a problem BEFORE modification.

AFTER: Note "OK" if no longer a problem; "CP" if a continuing problem; and "NP" if the characteristic is a new problem.

MODIFICATIONS/INTERVENTIONS: (please be specific and concrete)

Type(s) of modification: _____

Date(s) of modification: _____

Provider(s) of modification: _____

Team judgment of student success after modification: _____

Criteria used? _____

COMMENTS: _____

_____